

# Teacher's Resource Pack

Stage 4 &  
Stage 5

## Visual Arts



Book your  
excursion today!  
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(02) 8251 7801

SYDNEY  
**SEA****LIFE**  
AQUARIUM



# Welcome to SEA LIFE Sydney Aquarium Visual Arts Student Resources



## Teacher Notes

A trip to the SEA LIFE Sydney Aquarium, offers integrated opportunities to teach visual arts. There is a wide array of organisms available for students to use as research and inspiration to create fantastic pieces of art.

The unique opportunity of being able to look at living specimens, moving in an aquatic environment allows students to create a piece of art that is based on something other than “still life”.

These selection of resources available online, are to be used whilst visiting SEA LIFE Sydney Aquarium.

The Visual Arts learning objectives, which are supported by a visit to SEA LIFE Sydney Aquarium are listed below. All learning tasks are aligned to both the NSW Syllabus 7-10 and the new Australian Curriculum.

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## Stage 4 Art making – Frames

- Use their cultural and community identities and social perspectives of interest to them in the development of ideas and interests to represent the world in the making of art.

## Stage 4 Critical and Historical Studies – Practice

- Investigate a range of practices in the visual arts in different times and places
- Discuss, consider and write about different aspects of practice.

## Stage 5 Art making – Frames

- Further focus on how cultural and community identity and social perspectives contribute to the development of ideas and making of art.
- Focus on issues of significance to their school and culture to generate ideas for art making and the conceptual interest of works for example; peer-pressure, gender, politics, global warming, human rights, genetic engineering, and the environment.

# Suggestions for Pre/Post activities

## Pre-Activities:

- Look at the work of marine artists, especially those from the Royal Society of Marine Artists (RSMA).
- Look at the effects of ripples on water; and how this could change a piece of art.
- Look at the effect of shadows, reflections, magnification on pieces of art.
- Look at the work of artists (such as <http://www.mojocreations.com.au/index.htm>) who use marine life as inspiration for their art.

## Post-Activities:

- Sculpt one of the organisms that has been seen, using a range of different materials
- Create a sea-monster from recycled materials, or even better, those collected during a beach clean-up.
- Create a piece of home furnishing with an aquatic theme.
- Create a slide show with the digital photographs you have taken whilst at SEA LIFE Sydney Aquarium, and add appropriate music to go along with your slide show.  
Or use a programs such as Xtra Normal (<http://www.xtranormal.com/>) to create an animated movie about your visit.

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**Sydney Aquarium would love to see any artwork that your students create, using the fantastic views of Sydney as their inspiration.**

**Please contact us on:**

**[sydneyaquarium@merlinentertainments.com.au](mailto:sydneyaquarium@merlinentertainments.com.au)**

**Sydney Aquarium**

**1-5 Wheat Road, Darling Harbour Sydney 2000**



# Visual Art Stage 4

The wide arrange of living organisms at SEA LIFE Sydney Aquarium offers you a variety of subjects to draw, photograph or use as inspiration to create your own piece of art. When walking around the aquarium, draw the following things (you can always draw them in your sketch book too). Think about shading and adding colour and detail to your work.

**A FISH (Not a shark/ray)**

**A SHARK or RAY**

**A LIVING THING**

**A NON-LIVING THING**

**A LARGE CREATURE**

**A SMALL CREATURE**

# Visual Arts Stage 5

Pieces of artwork depicting marine animals or animals in general have always fascinated audiences.

As you walk around SEA LIFE Sydney Aquarium, how has the theming and aesthetics in the different locations aided in your visit?

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Of the different locations and area within the aquarium, which was your favourite and why?

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In your sketchbook, sketch different creatures that you found most interesting. Remember to include:

- Colours, if required.
- Shadows and reflections if applicable.
- Add labels to comment on any detail you may notice.

Pick one of the creatures you have drawn, and comment how you would use this creature in an art work that you would create back in the classroom.

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What materials could you use to create a piece of art, inspired from your sketches?

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